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ABSTRACT

Cosumnes River College participated in a Flexible Calendar Pilot Project established by the California Legislature to study the feasibility of more flexible and effective nontraditional calendar and course scheduling. The college adopted a school calendar for 1976-77 which provided for two sixteen week semesters and a three week intersession between the fall and spring semesters. During the intersession the college offered 63 intensive courses enrolling 800 students, and involved the total staff in instructional and non-instructional program development activities. Evaluation of the intersession through a questionnaire survey of 50% of the students and the entire faculty and instructional support staff revealed: the overwhelming majority of students were enthusiastic about intersession courses; the majority of faculty reported they had achieved their personal intersession objectives and felt the experience had justified the effort required; counseling personnel found no disadvantages to be associated with the intersession concept; learning center personnel found the intersession to be a great success. Each of the evaluating groups noted several disadvantages of the intersession concept, most resulting from the time limit during which activities were conducted. The majority favored continued experimentation with a flexible calendar. (JDS)

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FLEXIBLE CALENDAR PILOT PROGRAM 1976-77

"INTERSESSION"

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, California 95823

February 1977

RESEARCH
HENRY R. WALTERS

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"INTERSESSION"

FLEXIBLE CALENDAR PILOT PROGRAM 1976-77

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, California 95823

INTRODUCTION

An Architectural Tour of California, Personal Income Tax Procedures, Radio Workshop, Beginning Piano, Conversational Spanish, Basic Math, Sociology of Sports, Ignition Systems, Animal Handling, Lab Techniques in Biology, Black Women in American History, California Gold Rush; these and many more courses were offered for students during the January, 1977 "Intersession" at Cosumnes River College. Students were offered an opportunity to participate in in-depth study in over 63 courses which were avilable during the three week session between the regular semesters.

The faculty not involved in the instructional phase of the program were involved in such related activities as program and course development, faculty in-service meetings, planning a "Nutrition" workshop, developing a T.V. course, designing self-paced units stressing different points of basic grammar, developing a slide presentation in theatre history, revising a biology course, building a library of 500 books and periodicals for the psychology lab, conducting a workshop for instructors in instructional design, hosting a speech tournament. Counselors visited 18 community colleges to obtain data to be used in developing a five year master plan for student personnel services.

The three week session provided an opportunity for both students and faculty to become involved in many instructional and related activities which have not been possible in the past with the traditional school calendar.

Prior to 1968, three-fourths of the nation's colleges and universities utilized the traditional semester school calendar and another 16 percent used the quarter system. By 1975 only 9 percent of those institutions still used the traditional semester calendar and one-fourth used the quarter system. The predominant calendar has become the early semester, used by 45 percent of the nation's colleges and universities, followed by the quarter system. Most colleges which have adopted the early semester calendar can provide greater flexibility in permitting a more innovative and effective design of their instructional programs. Rather than being tied to a traditional term or academic year, the length and concentration of instructional courses can vary according to need, subject content, instructional technique and other relevant factors. In this way the college can respond more effectively to changing educational needs and preferences in the communities served.

California is the only state in the nation in which the predominant school calendar is still the traditional semester system. Twenty California colleges and universities, one of which is Cabrillo Community College, use the "4-1-4" (four months, one month, four months) school calendar. Temporary legislation passed in 1974 provided for the "4-1-4" experiment at Cabrillo.

A pilot flexible school calendar project proposal was discussed in February, 1975 and adopted in April of that year by the Board of Governors of the California Community Colleges. This proposal authorized legislation to be developed which was designed to study the feasibility of adopting total course and calendar flexibility in the community colleges in California.

In April of 1975, this legislation was passed:

> *Chapter 1212, Statutes of 1975 (AB 2232 - Pilot Program, Flexible Calendar and School Finance in Community Colleges established a pilot program for six community college districts to study more flexible and effective nontraditional calendar and course scheduling.*

Objectives

Objectives of the pilot program are to:

(a) study the use of alternative full-time equivalent measures of enrollment that eliminate factors which theoretically convert enrollment to attendance,

(b) evaluate a minimum instructional year of 160 days for community colleges similar to that of other segments of postsecondary education while retaining the 175 day academic year,

(c) facilitate articulation of community college students with other segments of postsecondary education,

(d) allow programs and courses to be designed on the basis of student need subject content, thereby increasing student access, persistence, and achievement of other student-related objectives,

(e) provide opportunity to smooth peak student course demand within an educationally and fiscally responsible framework,

(f) provide for and evaluate the use of designated "non-instructional" days for staff participation in instruction-related activities, and

(g) implement the pilot program at no gain/no loss in district operating revenue per unit of student workload.

Pilot Districts

The six districts participating in the pilot program are:

(a) El Camino Community College District

(b) Grossmont Community College District

(c) Los Rios Community College District

(d) Saddleback Community College District

(e) San Jose Community College District

(f) West Kern Community College District

INTERSESSION

Cosumnes River College, one of the three colleges in the Los Rios District, was selected to participate in the Flexible Calendar Pilot Project. The college adopted the school calendar which provided for two sixteen week semesters and a three week "Intersession" between the fall and spring semesters. The fall semester began August 30, 1976 and ended December 23, 1976. The "Intersession" began on January 10, 1977 and ended January 28, 1977.

Planning for the Intersession part of the calendar study began during the spring of 1976. Meetings were called by the Chancellor's Office of the California Community Colleges, the agency assigned the responsibility for the implementation and evaluation of the pilot program. Representatives of the six community colleges involved in the program met to discuss the preliminary planning which would be necessary to implement the "flexible calendar" for the 1976-77 school year.

Included in the flexible calendar is a provision that 15 days could be scheduled as "non-instructional" days. All college personnel under contract for the academic year are to be accountable as determined by the district for the 175 work days, but not limited to:

(a) course instruction and examination

(b) student personnel services

(c) learning resource services

(d) community and public services

(e) related activities; such as student advising, guidance and orientation; staff development and in-service training/ curriculum, and learning resource development; department and division meetings, conferences and workshops; program development and evaluation and institutional research; and

(f) the necessary supporting activities for the above.

It was decided that at Cosumnes River the "non-instructional" days would involve classroom instruction and also that some of the instructors would select non-instructional activities and develop objectives which they planned to accomplish during the 15 day period.

The objectives of the Intersession at Cosumnes River were:

1. *To develop courses which would meet the needs of the students.*
2. *To involve the total staff in instructional and non-instructional program development activities.*
3. *To evaluate what was accomplished.*

COSUMNES RIVER COLLEGE

January 10, 1977 - January 28, 1977

INTERSESSION

ENROLLMENT DATA

Intersession Courses/Sections Offered	63
Student Enrollments	1,165
Weekly Student Contact Hours (W.S.C.H.)	13,534
Starting Course Enrollments	1,165
Ending Course Enrollments	791
Course Drop	374
Percentage Course Completions	67%

INTERSESSION COURSE OFFERINGS

BUSINESS
- Personal Income Tax Procedure
- Introduction to Computer Programming in Basic
- Supervision
- Personal Typewriting

COMMUNICATIONS
- Radio Workshop
- Interpreters Theatre Workshop

HUMANITIES
- Elementary Drawing and Composition
- Basics of Sentence Structure
- Lyric Drama
- Chamber Singers
- Beginning Piano
- Drugs: Appearance and Reality
- Conversational Spanish, Elem.
- Conversational Spanish, Interm.

MATH - TECHNOLOGY
- Livestock Management
- Agriculture Mechanics
- Plant Production
- Brake System Service
- Charging System Service
- Ignition System Service
- Disc Brake Service
- Air Conditioning Service
- Metal
- Architectural Tour of California
- Environmental Impact Reports
- Intro. to Drawing and Perspective
- Decimals and Percents
- Fractions
- Whole Numbers
- Intro. to Probability and Statistics

PHYSICAL EDUCATION
- Sociology of Sport
- Beg. & Interm. Badminton
- Body Fitness
- Beg. & Interm. Bowling
- Advanced Golf
- Techniques of Rollerskating
- Nordic Skiing
- Advanced Tennis
- Skiing
- Baseball
- Track and Field
- Intercollegiate Basketball
- Interm. & Adv. Gymnastics

SCIENCE
- Animal Handling
- Perspectives in Ecology
- Techniques in Biological Science Laboratory
- Instruments in Chemistry
- Consumer Fashion Sense
- Cartography
- Physical Geology Laboratory
- First Aid
- Air Pollution (Module)

SOCIAL SCIENCE
- Problems in Anthropology
- Survey of Latin America and the Caribbean
- Black Women in American History
- Gold Rush California
- Studies in 19th Century European History
- Human Relations Skills Workshop
- Basic Study Skills in the Social Sciences

FACULTY/STAFF INTERSESSION ACTIVITIES (by division)	Business (8)	Communications (6)	Humanities (17)	Math/Technology (14)	P. E. (10)	Science (16)	Social Science (13)	Counseling (8)	Support Services (6)	Learning Resources (3)	TOTAL (101)	( ) Faculty/ Staff Total
Intersession instruction.	4	2	7	12	10	11	6				52	
Faculty in-service and development.	4	1	2	1	5	6	1	1	4	2	27	
Course and curriculum development.	4	4	11	7	3	10	7		1		47	
Meetings, conferences, workshops, & field trips.	4	2	7	5	7	14	7	2	4	1	53	
Research	3		7		4	2	5	1	1	1	24	
Program/course development and evaluation.	4	3	6	3	4	9	3		1		33	
Student advisement.	3	3	4	4	2	4	2	8	4		34	
Assessment of community needs and services.	2		2		1	2	3		2		12	
Continued regular assigned responsibilities.	1	1	2	2	4	2	2	6	6	3	29	

Other (refer to following page)

Non-Instructional Activities (Other)

"Assisted in the planning and the preparation of in-service conferences for part-time and outreach instructors."

"Developed course content for Business Work Experience Class."

"Participated in a panel on News and Media Productions in Reno, designed for county clerks and recorders throughout the Western States. I attended workshops on government relations with the press."

"Worked on expansion of audio-visual materials, developed plans for proposed T.V. course to be taped next year."

"Rewrote course assignment sheet to match the textbook which I will be using for the first time, rewrote writing assignment sheets for all courses, prepared sixty stencils for student handouts."

"Visited feeder high schools with a foreign language presentation. Designed 12 self-paced "grammar gimmicks" units with illustrated text and made 2 cassette tapes stressing different points of grammar."

"Helped develop English Department course brochure."

"Developed a slide presentation to accompany my lecture materials in theatre history. I have about 150 slides which illustrate the historical changes in theatre architecture, costume and scenery design, etc."

"Designed an audio-visual mini-course for teaching paragraph writing."

"Attended department meetings, interviewed prospective evening instructors, developed program in computerized farm management, work experience. Had articulation meeting with Fresno State University. Sent letters to 3600 individuals and firms regarding agriculture program, appeared on agriculture TV show, attended conferences, worked on school farm, constructed tool room, made plans for leveling school farm, finalized plans for two conferences to be held on campus."

"Completed research on proposed construction program."

"Participated in the presentation of a symposium "Nutrition Update" on campus."

"Served as resource person to Biology - Chemical Instrumentation and Water Analysis Classes. Was able to visit other campuses."

"Prepared printed materials for Astronomy and Physics Classes. Set up outlines for lab sessions for spring semester."

"Began revision of Biology 8A to be offered next fall. Checked new equipment to be placed in recently renovated Biology lab."

"Catalogued all of the A-V materials in the CRC Media Center pertaining to History 16, 17, 18, 21 according to instructional units. I prepared handouts which will be made available to faculty and students."

"Built a library of 500 periodicals and books for the Psychology lab and revised some psychological testing materials."

Non-Instructional Activities (Other) - cont'd.

"Two counselors visited 14 community colleges in the San Francisco Bay Area and the Central Valley to observe the operation of their counseling centers. The data received will be used in developing the five year master plan for Student Personnel Services. Data will also be used to evaluate services presently being offered to students at C.R.C."

"Revised the pamphlet collection, revised the media reserve file. Mini-bibliographies for outreach instructors were developed. Completed the Innovations Bibliography for the College President."

"Catalogued Third World print materials and agricultural kits for students and faculty."

"Conducted a workshop for faculty members in the field of instructional design. This course, designed for CRC instructors, met 2 hours 3 days a week. The fundamentals of Instructional Design and Media Utilization in the classroom were the primary topics which were discussed. Each instructor produced a self-instructional module to be used in their classes."

"Prepared a flyer to be distributed in the local supermarkets. Attended meeting in Modesto on "Film as Literature". Attended Board of Governors meeting and a follow-up meeting at the Chancellor's Office on behalf of the English Department Council."

"Was able to visit many health related facilities in the community which updated my information regarding community assistance available to college students."

"Hosted college speech tournament with 25 schools involved. Had high school mini-tournament, 8 schools were involved."

"Conducted a one week architectural tour of California from Marin County to San Diego along the coast and return through the valley. Visited old and new buildings of historical or architectural design significance."

"Developed a bibliography of readings on History of Mexico. Reviewed every book in the library that dealt with Mexico. Looked at all visual media available in the Media Center. Consulted with other experts in the field."

STUDENT SURVEY
EVALUATION - INTERSESSION

At the conclusion of the Intersession classes, students were asked to complete a questionnaire. Fifty percent (396) of the students who completed Intersession courses were included in the survey. A sample of classes in each of the seven academic divisions of the college, which offered instruction, is included in the data presented.

The figures show that enrollments during the three week period were 53% women and 47% men. Thirty percent of the students who responded to the survey were 19 years of age or under, forty percent were between 20 and 24 years of age, and thirty percent were 25 years of age or older. These figures represent a similar cross section of the C.R.C. student enrollment during the fall semester.

Student responses indicate that 70% of the students strongly agreed and 28% agreed that the Intersession was a worthwhile experience. One percent disagreed or strongly disagreed with that response.

Almost half of the students, 49%, strongly agreed and 32% agreed that the Intersession should be made available at other community colleges in California. About 4% disagreed.

Student responses to the eleven questions included in the survey are summarized on page 13.

The majority of the students who attended the Intersession had been enrolled at Cosumnes River in the fall semester 1976. Of the total Intersession enrollments, 92% were C.R.C. students, 8% came from nearby American River College, Sacramento City College, University of California at Davis, California State University - Sacramento.

Most students were satisfied with the selection of courses which were offered during the Intersession. Students did suggest about 60 new courses which they thought should be considered for next year. A list of the suggested courses is on page 15.

Students attended Intersession for personal reasons, interest in the subject, new learning experience, good instructor. The G.I. Bill or additional units were not mentioned as a primary consideration in their decision to enroll.

Student comments regarding the Intersession were very favorable. Many expressed the feeling that the daily instruction made learning a more intense experience. The opportunity to take courses not offered during the regular school year was also a consideration. Almost all students commented that ending the fall semester before Christmas, is a positive step away from the traditional school calendar.

Some students felt that the class schedule could have been prepared more carefully so that there were fewer conflicts in class hours.

Additional student comments regarding the Intersession should be read as a part of the evaluation. For that summary refer to pages 17, 18, and 19.

Responses to the evaluation questionnaire seemed to indicate that the majority of the students were satisfied with the Intersession courses which they attended and would plan to attend a similar program if it were offered in the future.

STUDENT SURVEY

SUMMARY OF RESPONSES

Male 186 (47%) Female 210 (53%) TOTAL RESPONSES 396

Age Group:

Less than 19 121 (30%) 25-29 46 (12%) 35 and over 45 (11%)

20-24 155 (40%) 30-34 29 (7%)

DIVISION SUMMARY

DIVISION	MALE	FEMALE	TOTAL
Business	25	31	56
Communications	10	6	16
Humanities	23	40	63
Math/Technology	39	29	68
Physical Education	31	36	67
Science	21	36	57
Social Science	37	32	69
TOTAL RESPONSES	186	210	396
PERCENT RESPONSE	47%	53%	

STUDENT SURVEY
TOTAL RESPONSES

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The Intersession was a worthwhile experience.	70.0	28.0	1.0	.5	.5
2. There was time to complete course requirements.	37.0	47.0	8.0	7.0	1.0
3. The goals and objectives of the course were made clear by the instructor.	53.0	42.0	4.0	1.0	
4. The amount and type of work assigned was reasonable.	51.0	43.0	3.0	2.5	.5
5. The instructor was readily available during the Intersession for assistance and advice.	61.0	33.0	5.0	1.0	
6. Students were encouraged to experiment with new and innovative learning experiences.	49.5	32.0	16.0	2.0	.5
7. There were opportunities for informal exchange between the instructor and the students.	62.0	31.0	4.5	2.0	.5
8. There was a variety of courses offered during the Intersession which met the needs and interests of most students.	23.0	40.0	24.0	11.0	2.0
9. The courses offered during Intersession did not duplicate courses taught during the regular school year.	19.0	32.0	40.0	7.0	2.0
10. The Intersession was a determining factor in my decision to attend C.R.C. this school year.	16.0	13.0	28.0	34.0	9.0
11. The Intersession should be made available at all community colleges in California.	49.0	32.5	15.0	1.5	2.0

NOTE: Figures indicate percentage response.

STUDENT SURVEY

Were you enrolled in school or college during the Fall Semester, 1976?

Division	Yes	No
Business	39	17
Communications	14	2
Humanities	50	13
Math/Technology	55	13
P.E.	59	8
Science	57	0
Social Science	58	11
TOTAL RESPONSES	332	64
PERCENT RESPONSE	84%	16%

If yes, where?

Division	CRC	*Other
Business	38	1
Communications	12	2
Humanities	46	4
Math/Technology	47	8
P.E.	54	5
Science	56	1
Social Science	52	6
TOTAL RESPONSES	305	27
PERCENT RESPONSE	92%	8%

*Other - American River College, Sacramento City College, University of California-Davis, California State University - Sacramento.

STUDENT SURVEY

Were there courses that were not offered during this Intersession which, in your opinion, should be added next year?

Art
Study of Great Books
Beginning Guitar
Selling
Advertising
Cooking
Sewing
Crochet
Knitting
Basic Musicianship
Humanities
Ceramics
Advanced Math
Reading
Spelling
Penmanship
Handball
Learn Chess
Tune-up - carburetors
Welding
Photography
Jobs in Agriculture
Ranch Planning and Design
Real Estate
Yoga
Veterans' Benefits
Blueprint Reading
C.P.R.
First Aid
Gymnastics
Bible as Literature
Womens' Basketball
Astronomy
Anatomy/Physiology (basic)
Beginning Soccer
Senior Lifesaving
Fire Science Courses (volunteers)
Crafts
Travel Classes
Volleyball
Horseback Riding
Specialized A.H.T. Courses
Basic Math
Ecology
Meteorology
History of Canada
California Geography
Anthropology
Judo
Personal Psychology
Aptitude Testing
Poetry
Modern Drama
Metrics
Russian History
Animal Science
Family Gardening
Raising Farm Livestock
Conversational French

STUDENT SURVEY

Why did you take the Intersession course?

Reasons mentioned most frequently:

"Personal interest in the subject."

"Just sounded interesting."

"New subject/learning experience."

"Good instructor."

"Improve present skills."

"Didn't have time during regular semester."

"Great fun/exercise."

"Review/refresher in subject."

"Help me on my present job."

"More experience."

"Need practice in basic skills."

"Brush up on study skills."

Mentioned least frequently:

"G.I. Bill."

"Need extra units."

"Nothing to do for three weeks."

STUDENT SURVEY

What are your comments regarding the Intersession? What are your suggestions for improvement?

"For those of us who must arrange for child care, this offers a chance to attend school with a minimum disruption of family life. Please continue this arrangement. You should have advertised more."

"I enjoy the opportunity to test my abilities in returning to school at a gradual pace. Keep classes small and informal."

"Classes shouldn't overlap."

"Should attend class every day."

"I like having semester end before Christmas vacation and I can pick up a few units in between."

"More classes offered off the campus during the three weeks."

"Short periods give one time to take care of home and family and still attend classes."

"Problems for transfer students."

"I'm sympathetic - but I still like the old system best."

"Getting the finals over before Christmas gave me a lot more time."

"Other community colleges should try it - they'd like it."

"Intersession proved to me a good time to take courses that I otherwise wouldn't have had time for. And the courses were different from the regular class schedule."

"Classes should start and stop on the hour."

"Offering classes every day is essential to better understanding and learning."

"Having the class every day kept me in touch with the objective of the class. It kept me a lot more interested."

"I have been out of school for about fifteen years. Coming to school every day helped me get back into the swing of things. Should be more advertising about Intersession."

"The schedule didn't tell much about Intersession."

"Do it in class - I can't work and do homework too."

"Shouldn't try to cram a semester into 3 weeks."

"More counseling so students don't take more than they can handle."

"Classes in the afternoon too."

"All classes should start at the same time."

Student Comments - cont'd.

"At least two hours a day - every day."

"I really didn't know that Intersession was available when I enrolled. In the future, it would influence my decision to attend. Really enjoyed it."

"The Intersession provided a good learning experience while I felt I was still vacationing."

"I work in construction and am normally off during the winter. I miss fall and spring scheduling because of my work. The Intersession allows me to continue my education."

"Classes should go from eight to ten and ten to twelve - you could get more classes that way."

"I think it is a great idea. I hope that the other colleges will be able to adopt this system - I learned a lot."

"I feel it should be continued on an even larger scale."

"Intersession was a good and intense learning experience - especially for those classes which require practice every day to attain any reasonable skills. Meeting every day included practice every day."

"I really thought the Intersession offered was <u>great</u>. It enabled me to pick up some units to graduate midterm and was of long enough duration to get some meaning out of the class yet short enough not to get bored. I think it should be offered at all schools."

"Offer more introductory classes so you can find out what a course is like before you sign up for the whole semester."

"For some subject areas, a three-week course is ideal. There is a continuity otherwise not available in the regular semester. It is as if one "lives" with the particular course, we are submerged in it."

"I think Intersession was well planned for a first-time experiment. The variety of classes offered was very good and the staff well chosen. I would have taken another class but there was conflict in the schedule."

"I honestly thought that the learning that took place was so concentrated that I believe the information is better understood and perhaps will stay with me longer."

"The Intersession was well worth it. I took vacation from my job to go to Intersession and the experience which I got helped me a great deal."

"This was a unique learning experience for me and I would certainly like to see more student tours. This could be accomplished in many areas of education. It is a welcome relief from the classroom lecture form of education, particularly during the Intersession semester."

"Architectural tour of California was a chance to learn about our homeland without being in four walls. Fantastic! Intersession should have been introduced a long time ago."

Student Comments - cont'd.

Summary: Twenty (20) Students Evaluation of Conversational Spanish.

"Being part of the Intersession Spanish Course was one of the greatest learning experiences I have ever had. The program included something for everybody involved in the class. Only Spanish was spoken but it didn't seem to make any difference whether you were fluent in the language or not.

The emphasis of the course was to learn about and appreciate the total Spanish speaking culture. We prepared Mexican food, saw slides, discussed dress, read stories and poems, talked about Mexican history, listened to Spanish music, sang Mexican songs, viewed art and even did some folk dancing.

I believe that this is the first time, in my experience, that the Mexican culture has been integrated into the learning process. The great rapport among the students and the learning which took place, is attributable to an extraordinary teacher with a delightful sense of humor. Intersession is really a great idea."

FACULTY/STAFF SURVEY

EVALUATION - INTERSESSION

The entire one hundred and one members of the faculty and the instructional support staff at Cosumnes River College were involved in the "Intersession". Fifty-two faculty members taught daily classes. The remainder of the faculty and staff became involved in related instructional program development activities. Many members of the faculty and staff participated in more than one related activity.

At the conclusion of the "Intersession" each of the staff members, instructional and support, was asked to respond to an evaluation questionnaire. There was one hundred percent cooperation and participation by faculty and staff in this research study.

In the "Intersession" planning which took place at C.R.C. early in the fall semester 1976, faculty and staff were asked to prepare a list of personal objectives which they hoped to accomplish during the three week period.

At the end of the "Intersession" all faculty and staff was asked to review their objectives and to determine how successful they had been in accomplishing what they had proposed.

Of the faculty and staff, fifty-five percent reported that they had achieved their objectives, 30% said that they had been partially successful, while 15% responded that they had been unable to accomplish their objectives.

The faculty and staff felt that there were many advantages to the Intersession (see comments page 23) as well as some disadvantages and short comings (see comments page 25). The comments and suggestions for improvement indicated that most faculty favored the Intersession and were making plans for next year (see comments page 26).

<u>These comments should be read carefully. The personal opinions as expressed by the members of the Cosumnes River faculty and staff, are a very important part of the evaluation report</u>.

Faculty and staff members responded to two questions which were asked also of the staff at the other colleges which are involved in the flexible calendar project.

1. "In your opinion the Intersession is well worth the effort required by the college to implement."

2. "In your opinion the Intersession should be made available at all the community colleges in California."

In response to Question 1, 60% of the C.R.C. faculty and staff strongly agreed and 26% of the staff agreed that the Intersession had been worth the effort which was required. Seven percent disagreed or strongly disagreed with that statement.

In response to Question 2, 50% of the C.R.C. faculty and staff strongly agreed and 22% agreed that the Intersession should be offered at other community colleges in California. Eight percent disagreed or strongly disagreed with such a recommendation. A summary of the faculty and staff responses to these questions is on pages 28 and 29.

Response to the evaluation survey seemed to indicate that the majority of the faculty and support staff were in favor of continued research and development of the "Intersession" phase of the flexible calendar.

FACULTY/STAFF RESPONSE

Did you accomplish your stated objectives for the Intersession activity in which you participated?

Yes	56
Partially	31
No	14
	101

If no:

"Got involved in too many meetings - some scheduled - some not."

"Would have welcomed more free time for improving my regular teaching assignment."

"Did not have the proper room facilities for everything I planned to do."

"Took more time than I thought it would."

"Wasn't able to schedule the visitations I had planned."

"Too many other activities scheduled during Intersession."

"Didn't cover the material I had originally planned."

"Timing of reorganization meetings kept interrupting my schedule."

"Many students got individual attention and took more time than I had anticipated."

"Wasted a lot of time on an administrative problem which should have been handled with a lot less trauma."

FACULTY/STAFF COMMENTS

IN YOUR OPINION, WHAT ARE THE ADVANTAGES OF THE INTERSESSION?

Sample Responses

"Fall classes end before Christmas.
Opportunity to try something new.
Opportunity to plan spring semester.
Opportunity to improve present courses.
Opportunity to review media materials."

"Attracts motivated students."

"I am looking forward to spring semester better prepared - spring semester should be a fresh start."

"Offers flexibility in time."

"Gives staff an opportunity to concentrate on specific activities, permits experimentation with mini-courses."

"Daily sessions increase student learning and retention of subject matter."

"Greater amount of time given for individual attention and instruction. Was able to extend class time when necessary."

"Better motivated students attend - daily instruction is really great for them."

"Time to think, create, compare, exchange ideas, learn, do, go, visit, etc. Too bad the time isn't also available during the year."

"Intersession is low pressure on the student - are more relaxed. Makes for a better learning atmosphere. Daily class meetings provided good reinforcement of subject matter."

"Counselors can spend more time with students."

"Time to work out curriculum problems - to regroup thoughts and philosophies."

"More lead time for students to plan for spring."

"1. To offer short courses not possible in regular semester.
2. To reflect and improve on curriculum/courses.
3. To visit and communicate with instructors in other schools.
4. To participate in and experiment with any education innovation.
5. To concentrate on any one area or endeavor otherwise impossible."

"Intersession was certainly valuable in terms of facilitating department goals."

"Opportunity to experiment with short modules - very small classes."

FACULTY/STAFF Advantages - continued

"Seeing the student oftener - more retention, reinforcement, better morale. Time for faculty to do important activities which are not necessarily regular classes, for example in-service class was very helpful and furnished me with material that will be used in every class."

"The class was so successful (no dropouts after the second day) that I proposed a scheduling change for the fall semester, making the day classes 8 week classes, meeting 4 days a week in order to see the students more often. This was the most exciting, successful college class I have ever taught and although the students were good ones, I credit the schedule with the good results. Would not have believed how well it would go 'til we tried it."

"Instructionally, I believe a distinct advantage of Intersession is that an instructor can zero in on one facet or aspect of his discipline and treat it more in depth than he could if it was incidental to a whole semester of material."

"Intersession Spanish was much more than the planned conversation class. It was a four hour per day exposure to the cultures of Spanish-speaking people. It included:

1. *Listening to regional music.*
2. *Hearing about genres and authors.*
3. *Viewing slides - art and history.*
4. *Discussing art.*
5. *Cooking and enjoying typical food.*
6. *Singing songs.*
7. *Playing games - vocabulary building.*
8. *Listening to readings of poems and stories.*
9. *Discussing clothes, morals, beliefs.*
10. *Conversations in small groups.*

All was conducted in Spanish with translations as needed. We even tried some folk dancing."

"Every staff member should --- think college in his regular school calendar and use Intersession as his "own" lab to view his dreams (what is and what should be) in doing so change his phases of consciousness on college-at-large and most would stop fighting change."

"1. The opportunity for faculty to revise, up-date, and enrich course content.
2. The opportunity for workshops that directly relate to course presentation.
3. The avoidance of the slow down of momentum which occurred the first week in January under the 18 week system.
4. The opportunity overall for program and staff development.
5. The opportunity for new courses (short) on and off the campus in the future."

"Time allowed for undisturbed research was invaluable. Normal school schedule does not allow such a luxury. I found that the more I researched, the broader my project became and opened new ideas for developing my project. This was an exciting academic period for me."

FACULTY/STAFF COMMENTS

IN YOUR OPINION WHAT ARE THE DISADVANTAGES OF THE INTERSESSION?

"Unexpected interruptions in the schedule."

"Lack of a model or a plan but inevitable when you're doing something for the first time."

"Student who loses one day misses almost a week of work."

"Team approach to curriculum development not possible with the number of meetings called by administrators and Faculty Senate."

"Sometimes used as an opportunity to call a meeting - Parkinson's law - work expands to fill time available."

"So many things occur that need one's attention that objectives and plans are often scrapped. Sometimes administrators think they should plan for the faculty. This takes away from personal plans which each faculty member has."

"Shortened the instructional time during the regular semester. Possible student over-relaxation for those who didn't take any classes during Intersession - to the point of affecting their attitudes and learning in spring - we will see."

"To teach 54 hours of material in 15 days (1 unit) requires extensive preparation. (I cannot use course outline from regular semester). Preparing for this class leaves very little time for course development."

"Intersession, in my opinion, limits (to a large degree) the types of subject material that can be dealt with. By this I mean that many areas of a discipline, many projects or activities do not lend themselves to adequate treatment in three weeks."

"Better arrangements made for use of facilities. Much turmoil occured over one room, as a result, objectives were not completed. The Intersession has been a waste of my time."

"Got caught in too damned many meetings not related to instructional things."

"I really felt pushed during the fall semester and now during Intersession, am doing additional work. Perhaps more experience will make me feel less pressure."

"The time is really too short for a 3-unit class. The strain of covering the material was tremendous."

"I associate the Intersession with the shortened semester and this has been totally undesirable."

FACULTY/STAFF COMMENTS

WHAT ARE YOUR SUGGESTIONS FOR CHANGES OR IMPROVEMENT IN THE INTERSESSION?

Sample Responses

"Need to publicize the Intersession more to attract more students."

"Wider selection of courses."

"Somewhat more flexibility in regard to faculty activities - allow instructors to take another instructor's course."

"Students should be limited in number of units they can take. Should be more student counseling into Intersession classes."

"Offer workshop on following:
1. College Master Plan.
2. Grading Policies.
3. Peer Evaluation of Instructors.
4. Prerequisites.
5. Placing Students at Correct Level."

"Offer both morning and afternoon classes so that students will have more classes to select without conflicts."

"Schedule theme days, i.e. Human Relations Day or In-Service Training Day - don't have classes to compete with the theme of the day. All staff and students should participate."

"Should increase units granted to students, may attract more."

"Assuming the political climate of the campus is calm, faculty, students and staff should participate in state master planning, innovative approaches to community college education, assessment and evaluation of current and future student profiles."

"Intersession is a great success."

"That we recognize and allow for facilitation of department projects as well as personal academic goals."

"Reduce the number of offerings to a practical level."

"1. Do not offer "condensed" versions of standard courses. Limit offerings to innovative courses that readily lend themselves to short concentrated learning.
2. Let faculty select their own activity for Intersession."

"I believe that a more diversified choice of course offerings could be forthcoming if the instructional staff would put forth the effort to devise it. I heard some student complaints as to the lack of choice in the course offerings available this time."

FACULTY/STAFF Suggestions for Changes - continued

"Greater communication, advertising so that not only continuing students will use it but also students who plan to begin school spring semester. Remedial courses could be offered and would be a tremendous help for disadvantaged students - we have a large number of non-high school graduates who enroll each spring."

"Need to anticipate more fully the load increase in Duplicating, Graphics, Library, and Division Offices.
Need to access more realistically the amount of work that can be accomplished. Some planned more than a three-week load taking everything into consideration. Everyone on campus seemed to be very, very busy and loaded down.
Need to step-up publicity for opportunities for students. The students that I talked with were most enthusiastic with the classes and the flexibility. One needed a slowed-down schedule with 5 hours of job plus relaxation. Another needed the units. Another liked the stepped-up pace in instruction. Favorable response overall. Instructors liked the interested, mature students in Intersession."

"Either eliminate it and start the spring semester by January 17 or allow the instructors to use the period for their own work and research. The administration shouldn't be concerned about whether one teaches or not. There should be developed the concept of collegiality about the institution, that the instructors are proven professionals and should be allowed to utilize the time in a professional manner with no accountability."

"All faculty should have equal distribution of responsibilities. Need for more adequate P.R. work throughout community prior to session time. Might allow some faculty time to go out and recruit during fall semester."

"The student responses emphasize the need to eliminate the overlap of time in Intersession and beginning of second semester at CSUS (California State University, Sacramento).

"Too many classes conflicts in the schedule."

"Travel courses would be good if board would approve. Many students throughout the district would benefit."

TOTAL: ALL FACULTY/STAFF RESPONSES

QUESTION 1

In your opinion the Intersession is well worth the effort required by the college to implement.

DIVISION	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	TOTAL
Business	4	1	1	2		8
Communications	5	1				6
Humanities	11	5		1		17
Math/Technology	8	3	3			14
P.E.	10					10
Science	7	7	1		1	16
Social Science	7	2	1	2	1	13
Counseling	4	3	1			8
Support Services	3	3				6
Learning Resources	2	1				3
TOTAL RESPONSE	61	26	7	5	2	101
PERCENT RESPONSE	60%	26%	7%	5%	2%	
	86%			7%		

TOTAL: ALL FACULTY/STAFF RESPONSES

QUESTION 2

In your opinion the Intersession should be made available at all the community colleges in California.

DIVISION	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	TOTAL
Business	4	1	2	1		8
Communications	3	3				6
Humanities	12	2	2	1		17
Math/Technology	6	3	3	1	1	14
P.E.	7	2	1			10
Science	6	3	5		2	16
Social Science	5	3	3	2		13
Counseling	3	2	3			8
Support Services	3	2	1			6
Learning Resources	2	1				3
TOTAL RESPONSE	51	22	20	5	3	101
PERCENT RESPONSE	50%	22%	20%	5%	3%	
	72%			8%		

COUNSELING/STUDENT PERSONNEL SERVICES

EVALUATION - INTERSESSION

The Intersession provided an opportunity to improve services in the Student Services area, partially due to the extended time (six weeks) between fall and spring semesters.

1. Under the traditional semester it was impossible to monitor the academically dismissed students. This year we were able to notify all students whose names appeared on the "dismissed" list, accept a petition for readmission, interview those whose petitions warranted, and in many cases require a counseling and academic program planning session prior to registration. It is hoped that this will increase the level of academic achievement for this group of students.

2. The Financial Aids Office was able to process all new applications for aid for the spring semester in a more orderly manner, resulting in delivery of aid for books and supplies on the first day of classes. Previously, processing resulted in a delay of one week or so in delivery of aid funds.

Advantages of the Intersession:

Counseling: The staff enjoyed the luxury of time. Time to preplan with students that we do not ordinarily have. Students usually do not come in to preplan until the class schedule is available. This planning comes so late in the fall semester that the holidays and final exam time precludes any "in-depth" decisions. The fifteen day Intersession after the conclusion of the fall semester permitted students to think through their goals and objectives. Counseling, therefore, was more effective. More students worked on goal clarification than ever before at this time of the year. Counselors had the time to visit other colleges to study other student counseling programs.

Disadvantages:

None.

Suggestions for Improvement:

More "P.R." work. Many students seemed unaware of the program and how it worked. The brochure might provide an explanation as to the purpose and effect of Intersession as well as course description, etc.

COSUMNES RIVER COLLEGE — COUNSELING CENTER

COUNSELOR - STUDENT CONTACTS - INTERSESSION, 1977

Jan. 10 Monday	a.m. 37 p.m. 25 eve 20 82	Jan. 17 Monday	a.m. 13 p.m. 27 eve 16 56	Jan. 24 Monday	a.m. 18 p.m. 14 eve 9 41
Jan. 11 Tuesday	a.m. 27 p.m. 29 eve 29 85	Jan. 18 Tuesday	a.m. 17 p.m. 19 eve 10 46	Jan. 25 Tuesday	a.m. 17 p.m. 0* eve 11 28
Jan. 12 Wednesday	a.m. 32 p.m. 30 eve 25 87	Jan. 19 Wednesday	a.m. 16 p.m. 17 eve 12 45	Jan. 26 Wednesday	a.m. 21 p.m. 19 eve 20 60
Jan. 13 Thursday	a.m. 18 p.m. 11 eve 21 50	Jan. 20 Thursday	a.m. 9 p.m. 11 eve 10 30	Jan. 27 Thursday	a.m. 18 p.m. 0* eve 13 31
Jan. 14 Friday	a.m. 21 p.m. 16 37	Jan. 21 Friday	a.m. 12 p.m. 13 25	Jan. 28 Friday	a.m. 14 p.m. 40 54
WEEK TOTAL	a.m. 135 p.m. 111 eve 95 341	WEEK TOTAL	a.m. 67 p.m. 87 eve 48 202	WEEK TOTAL	a.m. 88 p.m. 73 eve 53 215

*COUNSELOR WORKSHOPS

TOTAL 758

LEARNING RESOURCE CENTER
EVALUATION - INTERSESSION

The professional activities of the Learning Resource Center during Intersession included:

. . . . . Instructional development faculty workshop which met three (3) times per week for three (3) hours each time;

. . . . . Nutrition workshop sponsored by the Science Division;

. . . . . Board of Governors Meeting of the California Community Colleges on the Five Year Master Plan;

. . . . . Faculty Senate meetings, regular agenda, as well as extensive participation in the Administration Reorganization of Phase II of the Los Rios Community College District;

. . . . . Meetings of the Institutional Research Committee;

. . . . . Worked daily with faculty engaged in course revision and research, primarily related to their specific disciplines.

Instructional materials were developed in the following subject areas by faculty primarily engaged in the Instructional Development Workshop:

Cartography (the making of mountains into mole hills)
Chemistry (the mole)
Music (the key to key signatures)
English (the topic sentences)
Physical Education (outdoor fist aid)
Communications (the Patch Panel)
Automotive Mechanics (the magneto system)
French (six (6) units in the use of grammar gimmicks)
Health Education (heart attack prevention)

The gather of information for bibliographies and reading lists was a project for the public services staff.

. . . . . Innovations in educational lists of monographs, reports and periodical articles dealing with non-traditional education.

. . . . . Special bibliographies for the students and faculty in the business and secretarial practice curriculum.

. . . . . A Learning Resource Center worksheet was researched and developed for the medical assisting students.

From the standpoint of involvement the Intersession was a great success in that the Learning Resource Center staff became more involved with instructional materials than they are normally during the regular semester. Faculty members seemed to have the time to come to the Learning Resource Center and peruse the collection.

In terms of work load from a student use point of view, fewer students used the Learning Resource Center and hence some of the classified staff were not as busy due to the fact that fewer students were on campus that the normal semester.

SUGGESTIONS FOR IMPROVEMENT:

In future Intersessions it is suggested that faculty leadership and/or administration design, identify, and generally make available specific workshops and/or activities for staff and program development purposes. For example, on a particular day only one activity should be scheduled so that interested staff members could participate and not have conflicts with other activities.

The Intersession should be continued to be both an instructional opportunity for students and faculty as well as a period in which program and staff development activities could be generated.

FLEXIBLE CALENDAR PILOT PROGRAM

FUTURE IMPLICATIONS

The trend in the development of a school calendar is away from the traditional formalized and arbitrary division of time to a more flexible plan which facilitates the stated objectives of the teaching-learning process. Research studies indicate however, that there is no one flexible, non-traditional school calendar which accomplishes these objectives best. Some calendars are better suited to achieve the goals and objectives of the college than others. Different school calendars provide for differing arrangements for teaching and learning.

A major consideration in the adoption of a flexible school plan is to individualize and personalize opportunities for student learning.

Many colleges across the nation, presently using the flexible schedule began their school calendar development by becoming involved first in the Early Semester Calendar. They offered two sixteen-week semesters with a short "inter-term" between the semesters. Some colleges then modified the schedule even more and adopted the "4-1-4" plan.

In the "4-1-4" plan, the school year is divided into nine units (modules) each four weeks (one month) long. The teaching calendar includes various offerings of courses; lecture and lab, as well as work and travel experience. All occur at varying combinations of some basic unit of time, four weeks for example. Students are free to enter or leave this calendar at various points of time.

Some colleges on the "4-1-4" plan retained traditional length courses but also offered concurrently course modules of four and eight weeks in length.

Colleges involved in the different "flexible" calendars indicate that this type of academic calendar becomes a vehicle for student learning and not a fixed plan to which they must accommodate.

Student and faculty reaction at Cosumnes River College to the first experiment with an "Intersession" indicates that research and planning in the non-traditional approach to teaching and learning should be continued.

UNIVERSITY OF CALIF.
LOS ANGELES
MAR 18 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES